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ABSTRACT

This document presents information concerning a project to research and develop strategies to increase participation in adult community education (ACE) by Australian adults from language backgrounds other than English. Sections 1-3 describe the major project activities, which were as follows: literature review, compilation of model programs report, development of a plan for increased participation in ACE, implementation and evaluation of pilot programs, and formulation of recommendations for ACE. Section 4, which constitutes approximately 50% of the document, contains 10 stories of success in increasing participation in 5 program areas: decision making (Moreland Adult Education Association and Elwood-St. Kilda Neighbourhood Learning Centre and Caulfield Adult Literacy Group); women's programs (Coburg Education Collective's Iraqi Women's Support Group and Lebanese Women's Program); languages other than English (Fitzroy Learning Network's Language Links program and Coburg Education Collective's Turkish Women's Program); English as a second language (ESL) (Narre Neighbours Outreach ESL programs for Arabic and Sri Lankan individuals); innovative projects (Angliss Neighbourhood House's English through Music program and Richmond Employment Group, Inc, and Belgium Avenue Neighbourhood House Family Literacy Program). Section 5 makes key recommendations. The document contains 11 references. Concluding the document are a list of abbreviations and project steering committee and project team members. (MN)

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Adult, Community and
Further Education Board

Widening Participation in Adult Community

Strategies for using the strength inherent in the cultural diversity of communities and individuals

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Widening Participation in Adult Community Education (ACE)

Strategies for using the strength inherent in the cultural diversity of communities and individuals

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Prepared for the Adult, Community and Further Education Board, Victoria and the Australian National Training Authority

August, 1998

Adult Education in the Community

Widening Participation in Adult Community Education (ACE)

Strategies for Using the Strength Inherent in the Cultural Diversity of Communities and Individuals

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1 Introduction

Widening Participation in Adult Community Education (ACE) was a project of the Australian National Training Authority (ANTA) and the Adult, Community and Further Education (ACFE) Board. The project's aim was to research and develop strategies to increase participation in Adult Community Education (ACE) of people from language backgrounds other than English.

The ACE sector is made up of community providers of adult, community and further education (ACFE). In Victoria the term ACE sector refers only to community owned and managed adult education. The *Adult, Community and Further Education Act 1991* recognises ACE as a distinct education sector by virtue of its focus on adult education and its community ownership and management. Further Education is also provided by TAFE institutes, Adult Multicultural Education Services (AMES), the Council of Adult Education and private agencies.

In Victoria there are more than 450 ACE providers.

The consultant for this project was the Urban Ministry Network. The study was carried out in two distinct stages, and full reports on both stages are available from the ACFE Board. The summary report describes in detail the implementation and evaluation of the ten programs involved in the Pilot Project along with the key recommendations. It draws on evaluative accounts by the consultant and the ten ACE providers against the six principles of the Victorian Ministerial Statement on Managing Diversity. (These principles are described on page 6). The study was due to be completed by September 1997, but providers asked that it be extended to the end of 1997. The consultant provided an evaluation of the *History and models developed by ACE providers in the Pilot Project* at the end of September, and each ACE provider submitted a self-evaluation report by 18 December 1997.

As well, a professional development seminar for ACE providers was organised so workers could describe and share the experience and knowledge gained during the project.

Stage one: Literature review, model programs report and a plan for increased participation in ACE
The stage one report was completed in June 1997, in three parts:

1 A literature review analysed recent literature and demographic data related to patterns of participation in Adult Community Education (ACE).

2 The "model programs" report documented ten model programs successfully implemented by ACE providers in order to increase the participation in ACE of people from language backgrounds other than English.

3 Factors that have led to participation of the target group in ACE were analysed, and a plan of action to increase participation was proposed.

The plan of action proposed a pilot project to target three Melbourne metropolitan adult, community and further education (ACFE) regions, Central Western, Northern, and Southern Westernport. ACE providers in these regions were briefed on the project and invited to submit proposals for programs. Submissions for 21 projects came from 14 ACE providers, and of these, 10 programs from nine providers were funded. Two of the programs funded were joint initiatives, each involving two providers.

Stage two: Implementation and evaluation of the Pilot Programs, and recommendations for ACE
Stage two of the study was implementation of pilot programs by the ACE providers, evaluation by the ACE providers and the consultant, and development of system-wide recommendations for ACE.

Key recommendations

- Establishment of a resource directory of curriculum, professional development, planning consultancy, cultural awareness, and ethno-specific resources for ACE providers. This could be provided by the Adult Education Resource and Information Service (ARIS).
- Encouragement of ethno-specific organisations to become registered with Regional Councils of ACFE.
- Consideration of the role, training needs, employment conditions and quality assurance issues in the increased use of bilingual staff.
- Provision of programs promoting cross-cultural understanding.
- Research projects into the learning needs of people from language backgrounds other than English.
- Development of multicultural childcare services.
- Issues in the marketing and flexible provision of programs to be addressed.
- Strengthening and enhancement of ESL provision.
- Use of qualitative experience in performance evaluation.
- Feedback to Government from ACFE Board-funded peak organisations on issues impacting upon the lives of students from language backgrounds other than English.

Managing Diversity: government policy

The Managing Diversity policy "is about implementation of vocational and further education policies, practices and services that deliver specific outcomes. These outcomes are intended to optimise the opportunity for individuals to fulfil their aspirations to participate in and contribute more productively to society irrespective of gender, culture, age, location, or whether they have a disability or disadvantage."

A ministerial statement in 1996 announced six policy principles for managing diversity in the Victorian State Training Service (STS).

The six policy principles announced in 1996 are:

PRINCIPLE ONE: VALUING DIVERSITY

"Vocational and further education recognises, responds to and affirms the diversity of Victoria's population."

PRINCIPLE TWO: ACCESS TO AND EFFECTIVE PARTICIPATION IN VOCATIONAL AND FURTHER EDUCATION

"Clients of the STS, regardless of gender, culture, age, location, disability or disadvantage are able, with appropriate support and assistance, to choose to access services and opportunities to achieve their learning objectives. Impediments that inhibit access in areas such as selection, timetabling, marketing and student support are identified and progressively removed."

PRINCIPLE THREE: AN OUTCOMES FOCUS ON PERFORMANCE

"Government-funded providers of vocational and further education and other agencies in the STS demonstrate their commitment to achieving diversity of outcomes by focusing on their performance. This performance is demonstrated by the provision of products and services that enable people to effectively exercise their choice to participate in vocational and further education."

PRINCIPLE FOUR: RESPONSIVENESS TO CLIENTS WITH SPECIAL NEEDS

"Access and responsiveness are central concerns for all those involved in vocational and further education across all programs and services. Government-funded providers invest in student-centred services, actively investigate and respond to student needs and preferences, and are flexible in their delivery of services and programs so that students have an opportunity to succeed irrespective of their gender, culture, age, location, or whether they have a disability or disadvantage. Other agencies, including Regional Councils of ACFE, reflect this responsiveness through their planning."

PRINCIPLE FIVE: REPORTING ON ACHIEVEMENT

"Reporting arrangements reflect an outcomes focus. There is a range of successful outcomes for individuals from a diverse student population. Government-funded providers ensure that individual students are able to achieve their best and that learners have effective access to programs that lead to recognised qualifications and provide opportunities for lifelong learning."

PRINCIPLE SIX: MANAGING DIVERSITY - AS A CORPORATE RESPONSIBILITY

"Government-funded providers and other agencies of the STS, including Regional Councils of ACFE, have a corporate responsibility to create and develop strategies and outcomes that are responsive to the needs of their diverse client and student base."

2 Project Aims and Outcomes

The steering committee of the project decided to fund ten programs in five categories:

- Increasing participation in decision-making
- Women's programs
- Languages other than English (LOTE)
- English as a Second Language (ESL)
- Innovative projects.

The ten programs show the ways in which the government's policy of managing diversity in ACE can be put into effect in ways that promote access and equity for people from language backgrounds other than English.

2.1 INCREASING PARTICIPATION IN DECISION-MAKING

The steering committee agreed to support community development projects committed to increasing the participation of people from language backgrounds other than English in their committees of management and/or to participate in other decision-making processes of the provider.

Moreland Adult Education Association (MAEA)

MAEA was granted $9679 to fund a worker for eight hours per week for one year. The project addressed barriers in promoting and supporting people from language backgrounds other than English within the Moreland community through (a) involvement in the committee of management, and (b) becoming volunteer tutors. The project also actively promoted cross-cultural sensitivity within MAEA.

First, MAEA appointed a worker to support three men with an Italian background from a literacy class as members of the MAEA committee of management. Support took the form of explanations of committee functions, structures and procedures and ongoing help with reading English. Secondly, MAEA appointed two teachers from language backgrounds other than English as English as a Second Language (ESL) teachers, and this involved the project worker explaining the importance of role modelling to some members of the committee of management.

Elwood–St.Kilda Neighbourhood Learning Centre and Caulfield Adult Literacy Group

These groups were jointly granted $5000 to work on a cross-regional basis. The project provided an opportunity for participants at both centres and for local ethnic group leaders to develop a good working knowledge of the aims, purposes, and methodologies of the ACE sector. Participants were encouraged to consider their involvement in management participation at the two centres and elsewhere. The project targeted ethnic group leaders, participants at both centres, and people from language backgrounds other than English.

Increased participation in decision-making will be a long-term, valuable outcome from the Pilot Program, but in the short term, both providers will benefit from the survey of a representative sample of residents from language backgrounds other than English. It revealed their perceptions of the standards, courses, purposes, and relevance of ACE; reasons for low participation rates among these residents in courses other than ESL; and ideas for promoting ACE to their cohort.

2.2 WOMEN'S PROGRAMS

The steering committee of the project agreed to target women up to 35 years of age from language backgrounds other than English.

Coburg Education Collective

The first grant for this collective was $3840 to develop an Iraqi women's group for women survivors of trauma, women with small children, and women not accessing services and programs. The intention was that the group would provide social support and contact, and be a vehicle for offering information and referral for these families.

Coburg Education Collective

A second grant of $2995 provided an ESL class to socially isolated Lebanese women who were unable to participate in mixed gender classes. The program used a bilingual teacher and course material based upon a range of everyday information relevant to the target group.

Several neighbourhood houses make up the Coburg Education Collective. Their staff gain mutual support from their shared professional responses to the challenges they have to meet. Three groups of women — Iraqi, Lebanese and Turkish — disadvantaged by their lack of English language and literacy and by social isolation were drawn into classes for ESL or for literacy in the native language (see category 2.3, below). The project amply demonstrated that for many non-English-speaking cultural groups, the learning of new skills and the taking of new education pathways can only occur once a range of complex cultural, social and religious factors have been taken into account.

2.3 LANGUAGES OTHER THAN ENGLISH (LOTE)

This category of funding was for programs providing literacy and/or skills development programs in LOTE or programs offering ethnic community languages for general education and access and preparatory courses.

The Fitzroy Learning Network

The Fitzroy Learning Network (FLN) was granted $13410 to develop its Language Links project, which promotes an exchange of language and culture between people

from different backgrounds. Language Links encourages the development of language, vocational, and leadership skills. The grant was primarily for funding a co-ordinator.

The program that matched pairs who wished to learn each other's language (English and a LOTE), commenced at FLN under a volunteer co-ordinator. The Pilot Project grant paid the co-ordinator for 15 hours a week for six months, over and above her continuing voluntary commitment. As a practical example of multiculturalism, the program attracted support from ethnic organisations, the Adult Multicultural Education Services (AMES), a range of education sectors, and the media. The methodology and philosophy of the language-exchange model, and the extent to which such a model contributes to formal language learning is a topic for further research. Participants not only improved their rate of language acquisition, but also acquired new friends, increased their self-esteem, and strengthened their social networks.

Coburg Education Collective

A third grant of $2684 was given to this group for teaching isolated Turkish-speaking women with no/low literacy skills in their first language. Lack of literacy in their first language was seen as a barrier to learning a second language. A bilingual teacher was used.

2.4 ENGLISH AS A SECOND LANGUAGE (ESL)

This category was to encourage existing ESL providers to deliver their programs at ethno-specific agencies in their neighbourhood.

Narre Neighbours Outreach

This organisation was granted $10016 to conduct two separate ESL programs for Sri Lankan and Arabic associations. The courses occurred at venues negotiated with the two associations. The curriculum focused on the language and literacy needs of the two ethno-specific groups, which were not able to access mainstream ESL due to family constraints.

The processes involved in setting up the courses showed the importance of allowing sufficient time to deal with cross-cultural issues. Engaging bilingual aides was critically important to the success of the groups. Their employment points to the need for professional development in relation to their role, and ensuring cross-cultural understanding generally. As in other programs conducted mainly for women students, childcare was an issue. Narre Neighbours Outreach drew strength from its way of working as a cluster, while testing new models of relating to its community.

Coburg Education Collective

A fourth grant of $3216 enabled an ESL class for women within the Algadeer Islamic Association in Fawkner. Due to difficulties in arranging classes, this project was postponed until 1998.

2.5 INNOVATIVE PROJECTS

Projects funded in this category looked at new ways of increasing the participation of people from language backgrounds other than English in ACE.

Angliss Neighbourhood House

This neighbourhood house was granted $3310 to engage members of the Vietnamese community in group musical performances, song writing, and individual performance, which developed literacy skills, cultural awareness, confidence and self-esteem, English language, sense of community, and oral communication.

In ground-breaking style, an interdisciplinary approach combining ESL and music was trialled at Angliss Neighbourhood House. With encouragement from the Vietnamese-born mayor, and by the employment of a bilingual aide and a music therapist, this ethno-specific program piloted curriculum that drew on participants' traditional respect for music and poetry. One suggested outcome is for a seminar to bring together ESL teachers with an academic educator in music.

Richmond Employment Group Inc. and Belgium Avenue Neighbourhood House

The two organisations were granted $4460 for a joint project involving Vietnamese, Timorese, and African parents with children at primary or secondary school. The project supported an existing Family Literacy Program auspiced by Melbourne City Libraries in which adults improved their reading while their young children developed a love of books and an early understanding of reading. The project provided an extra two hours a week for parents to work with an ESL/ALBE (Adult Literacy and Basic Education) teacher without their children (in the first class) in order to prepare themselves for the second class, in which, still with the support of the teacher, they read to their children. A second neighbourhood house gave additional funding so that the program could be extended to a nearby kindergarten.

3 Pilot Project Data Report

3.1 BACKGROUND

The Fitzroy Learning Network program had commenced on a voluntary basis before the Pilot Project, so a sample of 22 student enrolments was selected over a period of one month. Information about student enrolments at the Elwood-Caulfield program was collected only from the first of two workshops, as the second workshop was conducted after the deadline for submitting the data. Taking these factors into account, a total of 126 people took part in the Pilot Project programs. The enrolments were:

- Angliss Neighbourhood House: English Through Music - 21.
- Coburg Education Collective: Turkish Women's Literacy Program - 6.
- Coburg Education Collective: Lebanese Women's ESL Program - 23.
- Coburg Education Collective: Iraqi Women's Support Program - 11.
- Elwood-St.Kilda Neighbourhood Learning Centre and Caulfield Adult Literacy Group: Information Workshops - 14.
- Fitzroy Learning Network: Language Links - 22.
- Moreland Adult Education Association: Project - 5.
- Narre Neighbours Outreach: Arabic ESL - 11.
- Narre Neighbours Outreach: Sri Lankan ESL - 5.
- Richmond Employment Group and Belgium Avenue Neighbourhood House: Family Literacy Program - 8.

3.2 CHARACTERISTICS OF THE STUDENTS IN THE PILOT PROJECT

Nearly three-quarters of the students (73 percent) were female, and most came from a North African or Middle East country (42 percent); 20 per cent came from Vietnam, 14 per cent from Other Asia/Southeast Asia, 11 per cent were Australian-born, and 11 per cent came from European countries. The main language spoken at home reflected the countries of birth, with most (42 percent) speaking a North African or Middle Eastern language, followed by Vietnamese (19 percent), English (14 percent), Other Asian/Southeast Asian (10 percent), and European languages (14 percent).

The average age of students in the Pilot Project was 39.1 years; 10 per cent were 60 years or more.

The average length of time students had been in Australia was 12.6 years; 20 per cent had been in Australia for three years or less.

Most of the participants in the Pilot Project were doing housework (45 percent), were unemployed (15 percent), or were students (13 percent). The full-time students in the Pilot Project were in Language Links (12) and the Angliss program (4). Of the remaining participants, 6 per cent were in each category of retired, professional, and plant and machine operators/drivers.

Participants were more likely to have been employed in their country of origin, including 14 per cent in professional occupations, 6 per cent in a trade or sales, and 13 per cent in other occupations. However, the largest occupational category in the country of origin was still housework (31 percent).

3.3 EDUCATIONAL BACKGROUND

Among the participants, 5 per cent had no formal education, and 21 per cent had primary education. The six students in the Turkish literacy program had either no formal education or only primary level.

A further 22 per cent of participants had been educated up to year 10 level, and 14 per cent to years 11 and 12; 6 per cent had a vocational/trade qualification, 8 per cent had a diploma, and 22 per cent had a degree. Of the 28 people who had a degree, 17 were in Language Links, and five were at the Elwood-Caulfield workshops.

Of the participants, 41 per cent said they had done other further education courses: at a neighbourhood house (17 percent), at AMES (7 percent), or a TAFE Institute (7 percent), while others mentioned were the Council for Adult Education (CAE), private providers, and university (5 percent). Some—35 per cent of participants—had done their further education courses in the period 1995-97. Two-thirds of those who had attended a neighbourhood house were in the Elwood-Caulfield workshop program, which targeted people who had already done courses and who were community leaders. Taking this into account, participants with further education experience were equally likely to have come from AMES, a TAFE institute, or a neighbourhood house.

3.4 ABOUT THE PARTICIPANTS' PRESENT PROGRAMS

Of the participants, 40 per cent heard about the program they were doing from the staff of the centre where they were enrolled. A large number of these are accounted for by the Elwood-Caulfield program, which targeted people who had done a course at one of their centres. Of the 23 participants in the Lebanese women's ESL program at Coburg, 19 found out about the program in this way. This suggests that the course grew out of the needs of a Lebanese women's social support group that was already meeting at one of the centres in Coburg.

Family and friends told 25 percent about the program, while 19 per cent were referred by staff at another agency/organisation. The media played a smaller role in informing participants about the programs; 6 per cent found out from a public notice/leaflet, 5 per cent heard about the program on ethnic radio, 4 per cent found out from ethnic newspapers, and 2 per cent from English newspapers.

Learning English and language development were the main, but not the only reasons, given for doing a course in the Pilot Program. The main reason was to learn English (34 percent). A further 10 per cent said they did the course to learn English and music (at Angliss Neighbourhood House), while 12 per cent said they wanted to improve a language other than English, 6 per cent said they wanted to improve their conversation, and 4 per cent said they wanted to learn English and so help their child at school (at Belgium Avenue Neighbourhood House). That is, two-thirds of participants said they chose their course for reasons related to language development and learning.

Participants did not have any one major reason for choosing the particular centre for their course. The six main reasons included:

- Having studied at the centre before (19 percent).
- Their friends were at the centre and it was friendly (18 percent).
- Wanting to do the particular course (17 percent).
- Being near to home (16 percent).
- The presence of a bilingual aide (9 percent).
- The course was free (7 percent).

Participants travelled to their course by car (45 percent), public transport (32 percent), and walking (22 percent).

Childcare was needed by 14 per cent of participants in order to attend their course. All participants were satisfied their course was being run at the time most convenient for them.

4 Stories of Success

4.1 INCREASING PARTICIPATION IN DECISION-MAKING

Moreland Adult Education Association (MAEA)

MAEA began about 15 years ago as an adult literacy provider for mainly native speakers, and also to help a few people from language backgrounds other than English. Volunteers provided tuition.

About 10 years ago, funding enabled MAEA to respond to the needs of the surrounding population by providing ESL classes.

The Pilot Project was designed to enable three Italian-born men to become members of MAEA's committee of management. A staff member supported these men, in a low-key style, by individual conversations and informal discussions. Initially, the participants believed that the project worker's role was to teach them how to be committee members and how the structure and functions of the committee were related. Later, they came to see the project worker's role as one of support. The participants were encouraged to reflect upon their experience and to plan for ongoing involvement.

All three men were literacy students, and initially they expected the committee meeting would be run like a literacy class. They found it difficult when the co-ordinator of the committee reported to them in a businesslike manner. Sometimes they acted in a meeting as though they had understood the reports, but later discussion made it clear that they had not understood them. Staff realised that more work was needed to establish a rapport with the men, drawing upon their experience in involving other people.

MAEA had difficulties with a committee member who appeared prejudiced towards the Italian-born people on the committee. This issue led to discussions about how the committee members from language backgrounds other than English could be supported. However, the issue was resolved only when that member resigned from the committee.

MAEA also decided to try a new approach to ESL classroom teaching. It appointed two people from language backgrounds other than English to teach students from language backgrounds other than English. Some committee members were opposed to the appointment of teachers from diverse backgrounds, holding the view that someone who does not have English as their first language cannot teach English to others. This opposition caused stress at committee of management meetings, and the project worker had to debrief the three new committee members.

Cultural-awareness programs for staff of MAEA drew on material developed through AMES. Evaluation of the Pilot Project depended on such factors as the number of people from language backgrounds other than English involved at different levels of the organisation, and their participation in meetings. MAEA identified five aims of the project and summed up their achievements in the following ways.

1 Aim: To identify and gain general acknowledgment of existing problems.
Outcome: Surveys, questionnaires and consultations with committee members, volunteers, and staff from language backgrounds other than English were undertaken. Feedback and suggestions were more forthcoming from all target groups once the project and its objectives were explained.

2 Aim: To support existing personnel with language backgrounds other than English.
Outcome: Co-ordinators met with staff and identified their needs for resources, which were then provided. Visits were made to classes run by staff from language backgrounds other than English in the different MAEA locations, and to resource libraries, including ARIS.

Co-ordinators reported that the visits increased the sense of working within a team, for the sessional tutors working in different locations can experience feelings of professional isolation. Staff confidence in delivering courses increased as more appropriate resources were provided.

ESL students who expected their teachers to be native English-speakers raised several concerns about appropriate delivery of classes, maintenance of quality standards, utilisation of staff, and consequent cultural awareness and acceptance.

3 Aim: To increase the number of committee members from language backgrounds other than English.
Outcome: The strategies that were implemented included familiarising MAEA classes and volunteers with the committee of management, specifically targeting people who had expressed interest in the committee of management and the organisation in general. MAEA and its management structure were also promoted more widely in the local community.

As a result of individual consultation one volunteer joined the committee of management. A second volunteer was interested in becoming a committee member, depending on her 1998 work/study commitments. After consultation with current committee members, an outline of the committee's role, functions, processes and the positions of members was compiled and then circulated to interested students. Some individuals expressed interest in joining the committee but due to work and family responsibilities were reluctant to commit themselves to attending monthly meetings.

Follow-up with existing committee members was delayed due to a series of planning workshops undertaken over the last few months of the project.

Further consultation with prospective committee members was undertaken on an individual basis with students from ALBE, ESL, VCE, and TAFE level courses within MAEA.

Discussions were held to gather information for possible in-service topics for members of the committee from language backgrounds other than English. For example, short courses in management for community-based committees offered by AMES.

To raise the profile of MAEA and thus attract input from different ethnic groups, individual contact was sought using a *Directory of Ethnic Community Groups* provided by Moreland City Council.

4 Aim: To increase the number of volunteers from language backgrounds other than English.
Outcome: Several strategies were adopted, including personal approaches to individuals and identification of MAEA staff who were available to support volunteers. A review of volunteer training programs was instigated, and increased opportunities were planned for volunteers to meet and socialise. Existing volunteers and the committee of management were supportive about recruiting people from language backgrounds other than English as volunteers. As a result, two volunteers began work in the last six months of the project—one woman of Italian cultural background studying Adult Education at a tertiary level and one woman of Chinese cultural background with English as a Foreign Language (EFL) teaching experience in China and ESL teaching experience in Chinese schools in Victoria. One woman became a volunteer as a one-to-one tutor, based upon the Fitzroy Learning Network model of language pairs.

A man of Italian cultural background was interested in volunteering in an ALBE evening class once a week, but was unable to begin due to his shifts and work demands. A woman of Vietnamese-Cambodian background offered to assist with translations and the office's record keeping. A woman of Fijian-Indian background offered to participate in the volunteer program and was later referred to two early childhood services in the area as a more appropriate place for her to work.

Regular contact, which included social events, was established between MAEA staff and the new volunteers. As well, consultations were held with volunteer organisations about the training and support offered to such volunteers; for example, Monash Volunteer Resource Centre and Volunteering Victoria.

The co-ordinators found that work demands, varying shifts, and personal issues influenced the input people could make in the volunteer program; individuals could see short-term volunteerism as a way of attaching themselves to the organisation; and volunteers had to be carefully matched with their students/classes to maintain high quality programs that were appropriate and sensitive to the students' needs.

5 Aim: To overcome a lack of cultural and class-related awareness at MAEA.
Outcome: The co-ordinators found that informal discussion with staff regarding the Pilot Project assisted in identifying areas of need and interest among staff.

Follow-up in-service opportunities specific to areas of concern (for example, supporting students from language backgrounds other than English with special needs in the classroom) led to contact with the Bouverie Family Centre in Flemington and Action on Disability within Ethnic Communities (ADEC). A representative from ADEC delivered an in-service program to staff specific to this topic. The specialised in-servicing assisted staff to deal effectively with each member of the class, thus maintaining high quality standards and appropriateness of delivery.

Elwood–St Kilda Neighbourhood Learning Centre And Caulfield Adult Literacy Group

Elwood-St Kilda Neighbourhood Learning Centre has between 250 and 300 students attending ESL classes in a week, but only a small number in general access, diploma, and other courses. The Neighbourhood Learning Centre wanted to consider why people from language backgrounds other than English were coming only for language classes. The Caulfield Adult Literacy Group was also concerned about how they responded to these people's needs. There was a level of co-operation between the two organisations.

It was recognised that migrants are not a homogenous group, and there were different reasons for not enrolling in courses other than ESL. Therefore the program targeted culturally diverse groups to discover what they were saying about their needs. The program drew upon a model developed by the City of Port Phillip for involving a multicultural community.

1 Findings and Recommendations
The research revealed:

- Lack of general knowledge about the concept of ACE, who offered the courses, and the range of accredited and non-accredited courses available.
- A strong perception that ACE providers lacked the credibility to provide accredited programs that are similar in status and recognition to those of TAFE institutes or other formal educational institutions.
- The perception that courses were delivered at a level of English that was too high for them to understand, and the courses were therefore not relevant to them.

- For most, learning English was the major adult education priority.

The study recommended that ACE providers:

- Undertake an educational campaign on the concept of Adult Community Education.
- Undertake a specific education campaign to inform communities about the accreditation of courses that people can undertake at ACE providers.
- Provide cross-cultural communication training to all their trainers and facilitators.
- Use SBS radio to promote ACE courses.
- Work in closer co-operation with editors of ethnic newspapers to publish on a regular basis articles on adult community education.
- Design general educational brochures on adult community education in simple English.
- Undertake on a regular basis community information sessions in venues where people from language backgrounds other than English meet.
- Promote ACE programs in local venues used by people from language backgrounds other than English such as libraries, doctors' surgeries, employment case manager's offices, and ethnic community centres.
- Conduct information sessions with ethnic community leaders.

2 Project Methodology

The two project managers and the researcher decided to concentrate responses from participants from the areas serviced by both ACE providers. Respondents to the research were chosen from the following suburbs: Caulfield, East Bentleigh, St Kilda, Elwood, Prahran, South Melbourne, Port Melbourne, South Yarra, and East St Kilda.

Adult education is an issue that affects a broad section of the population, regardless of gender and age, so a sample was chosen from the local community from language backgrounds other than English. In total 41 people (9 female 32 male), aged between 22 and 75, from Russia, Poland, Bosnia, Chile, Uruguay, Argentina, Vietnam, China, Horn of Africa countries, and Italy participated in the research. The ESL level of participants varied between 1 to 3+ on the Australian Second Language Proficiency Rating (ASLPR). Focus group interviews were conducted in English. An ESL teacher was present to help with queries when participants requested this. The groups varied in size, the smallest being four, the largest twenty.

3 Survey issues.

Nearly 35 percent of participants indicated that they did not perceive ACE providers as legitimate providers of accredited education. They saw ACE providers as information and welfare providers and good providers of recreational programs. After it was explained that ACE providers need to complete a process of registration to provide accredited educational programs, this group indicated that they would still rather attend courses run by acknowledged further education providers, such as universities and TAFE institutes, as these institutions were recognised by the wider community, including employers, as prestigious organisations.

Some thought that ACE providers were designed for Australian-born residents only.

Participants made the following suggestions regarding the promotion of ACE.

- SBS radio—all ethnic programs
- Advertisements in local newspapers in simple English without jargon such as "adult community education", "vocational and non-vocational education".
- Local libraries.
- Employment case managers.
- Ethnic community centres.
- Ethnic community leaders.
- Channel 31.
- Ethnic newspapers.
- Articles in ethnic newspapers explaining the virtues of ACE.
- Regular information sessions with ethnic groups.
- Doctors' surgeries.
- Brochures and pamphlets that are simply written and specific to the linguistic needs of the communities.

All the ethno-specific programs conducted as part of this Pilot Project were concerned with language learning, the majority with learning English. The Elwood–St Kilda Neighbourhood House evaluation report emphasises that learning English is a major priority for people from language backgrounds other than English.

The key to promoting ACE to people from language backgrounds other than English appears to be developing networks and relationships where information can be passed on by word of mouth. This may be even more critical for those with low literacy in a first language other than English.

4.2 WOMEN'S PROGRAMS

Coburg Education Collective: Iraqi women's support group

The Iraqi women who formed this group had been individually referred to a community house from a network that included the Women's Hospital and the local Community Health Centre. These women had not been accessing services because of their isolation, health problems, and other difficulties. They needed an environment that was safe for Iraqi women, without males present, and with the ongoing support of a community house. They did not feel comfortable in a group with non-Iraqi women.

Background to project

Nicholson Street Community House had been approached by several agencies inquiring about support groups for Iraqi women with high needs. Some Iraqi women attending programs at the neighbourhood house mentioned the needs of Iraqi friends with small children, who were very isolated and needing help. If a support group could be established, steps could be taken to reduce their isolation and to meet their special needs, and assist with the learning of English. The women might then begin accessing a range of services and programs leading to other "pathways".

Nicholson Street Community House, like many of those in the northern suburbs of Melbourne, focuses on the participation of people with language backgrounds other than English and particularly upon the needs of women, so it is not surprising that it was thought to be an appropriate venue for this project.

Participant profile

The group consisted of 14 Iraqi-born women, all Chaldean-Assyrian-language speakers, and all married with children. The age-range was from 28 to 58 years old, with the average age of 37 years. They had been living in Australia for between three years and 15 years. All had received some education, and a small number had tertiary education. Several had been employed prior to coming to Australia, but none was employed during the project. Most stated their reasons for attending the group as isolation, depression, or a need to do something outside the home.

The shape of the project

- An Iraqi women's group was formed and advertised locally.
- A Chaldean-speaking facilitator was sought. Similarly, Chaldean-Assyrian-speaking childcare workers were a priority for this cultural group.
- Participants for the group were made up from agency referrals, or were invited by friends who were already attending groups/programs at the Community House.

Outcomes

By December 1997 the group was meeting regularly with an average attendance of 12 women, the children were regularly in childcare, and the women were describing the activities and programs they would prefer.

Challenges

FACILITATION

The women clearly expressed their desire to learn English, and to attend information sessions on health, parenting, government services and benefits, and a range of other issues; but it soon became clear that there were many more areas of difficulty with the program, than were originally anticipated.

A young woman facilitator was appointed. She knew the community and about neighbourhood houses, but it soon became apparent that the needs of the group and the complexity of establishing a new group were more than she could confidently manage. So another facilitator was appointed. The new facilitator was older, and was completing a community development qualification.

The second facilitator effectively managed the group, and the foundation was laid for the group to proceed and grow. Women were attending and participating well. However, the husbands of the women, along with other men within the community, were unhappy about the women taking part in the group. Then the facilitator's father forbade her to continue her role. The men felt that the existence of this group was compromising their community, and in particular the families of the women participants. It was then explained that the local priest had cautioned the community against the continuation of the group.

Discussions with the facilitator and some of the women within the group revealed the importance of the role and influence of the priest. It also highlighted the hierarchy within the religious community, and the co-ordinator decided to approach a more senior priest to enlist his support for the group.

Discussions with the senior priest were most helpful. His suggestions were:

- To speak with members of the committee of management of the local parish, which directs/guides the work of the parish priest. The hope was that with the support of the committee, the priest would be more supportive of the group.
- To seek a facilitator who was respected by both men and women within the community.

This resulted in the appointment of an older, trusted, female facilitator, with many years of experience in the area of community development. This person was suggested by the senior priest, who is held in high regard within this community.

TRANSPORT

This group of Iraqi women were generally not permitted to venture outside their homes unaccompanied. Thus the group consisted mainly of women who had a friend who could accompany them. Even when accompanied, some women still did not have transport. Some offering of lifts occurred, most women clearly expressing a preference for not being reliant upon their husbands for transport, as this often resulted in not being able to attend the group.

During the time in which the group was "in recess" while the facilitation issue was resolved, the co-ordinator arranged for a mini-bus to pick up the women from their homes. The major challenge is now ongoing funding for the cost of the bus.

REFERRAL

A number of agencies referred women to the group. However, some of those told about the group did not attend or attended only once. When a member of this target group is referred to a group without being accompanied by a worker/friend to assist them with introductions and settling in, then they are unlikely to become an ongoing member of the group.

CHILDCARE

Group members were comfortable about leaving their children in the childcare offered only if the childcare worker was Chaldean-Assyrian-speaking. On occasions when this was not possible, and an Arabic-speaking worker was substituted, the women did not withdraw their children, but they clearly voiced their desire to only have Chaldean-Assyrian-speaking workers.

It was always a challenge to persuade the women to book their children in advance, or to give advance warning that their child will not attend. With childcare resources so scarce, these staffing issues are of great importance to neighbourhood houses.

REFLECTIONS AND INSIGHTS

The structures and influences of the religious community was of prime significance to this project. The women were aware of their need for information, new learning opportunities, and mutual support, but were severely affected by cultural restraints. It is a credit to the co-ordinator and her commitment to the project that she found a way to address the needs of the women without offending the men and the religious leaders of the community.

For many groups with language backgrounds other than English, learning new skills and taking new education pathways occurs only after a range of cultural, social, and religious factors have been dealt with. Once their participation in the group was assured, the women began to articulate their needs. Effective student support for people from language backgrounds other than English requires responsiveness to the world that the student inhabits, as well as the world of the provider.

Coburg Education Collective: Lebanese women's program

The course grew out of the needs of a Lebanese women's social support group, which met at one of the centres in the Coburg Education Collective. The Australian-Lebanese Welfare Association worker negotiated access to the Neighbourhood House as a venue for their group (which illustrates the importance of networking with ethnic support organisations). The group of about 40 women across all ages had requested English classes, but did not want to be integrated into other ESL classes. Funding from the Project helped the Collective's credibility with the Australian-Lebanese Welfare Association.

Background to project

It was decided to apply for funding to offer an ESL class specifically for the Lebanese-speaking community. A childcare allocation was requested in the hope that the women would be willing to leave their children/grandchildren in childcare. In the past, this group had been extremely resistant to the notion of childcare by anyone other than a family member or a member of the group.

Participant profile

The 27 members of the social group from which the English class members were drawn were predominantly in the 55-70 year old age-range. The women were mostly Lebanese, with a small number coming from Palestine, Syria and Egypt. Most had little or no formal education, with only a small number of the younger women having some primary schooling prior to coming to Australia. None of the women accessed English classes in their early years in Australia. One student commented that she wanted to "catch up on learning English I didn't get when I first came here".

The Shape Of The Project

STAGE ONE

The class was offered in the same time slot as the women's usual group meeting time, on the assumption that the women were restricted in the amount of time they were permitted outside the home, and that an additional time commitment would have excluded some women.

The class was therefore planned as a three-hour session (the same duration as the mainstream ESL classes).

The invitation to learn English was offered to the entire group, with no real expectation that there would be such a positive response of 27.

It soon emerged that the women were reluctant to set aside three hours for English, because this would eat into their social time. The class time was then set for two hours a week. The group was clear that they did not want to learn to write: they wished to focus on spoken English, with a little reading.

Childcare was not required. Participants either did not have the responsibility of small children, or left their children with family or friends. Over a period of time, in response to the women's requests, the class-time was reduced to one hour a week.

STAGE TWO

While the tutor was observing the difficulties with the older women, a parallel group of Lebanese-speaking women who were young mothers requested an ethno-specific English class. The main barrier to the participation of this group was their lack of affordable and culturally appropriate childcare. The two hours a week not being used by the older women (and its accompanying childcare allocation) was set aside for the younger women to learn English. The class was offered at the venue used for their social group, with childcare on site.

The one project allocation was used by two separate English classes.

Outcomes

STAGE ONE

The older age-group, who had clearly articulated a strong desire to learn English, soon became disenchanted with the "rigours" of learning. It became clear that, with no experience of formal education, they did not realise that progress required more than minimal attendance at the class. They expected to come to class now and again, and the speaking of English would simply happen to them. The realisation that there is more effort required was very puzzling and disheartening for them.

The tutor put an enormous amount of time and effort into trying different teaching methods and using culturally relevant and interesting resources. Those participants who made progress were those who attended regularly and who actively engaged with the tutor, but in general attendance was sporadic and progress was slow and difficult to discern.

STAGE TWO

The group of younger women was extremely keen to learn in all aspects of language, their priority being speaking and reading (like the older women). They practised their English among themselves and with their bilingual Lebanese welfare worker.

At one stage it was proposed that the younger women might assist the older women, but that was culturally unacceptable to the groups. It was expected that with the conclusion of the project, the younger group would be willing to join a mainstream English class, as long as no men were present. Having made some progress, they were very disappointed when the classes finished.

Challenges

The major challenge of this project was not that of dealing with a range of cultural restrictions imposed by the ethnic community, as had been expected. It was the challenge of assisting elderly first-time learners. The depth of misunderstanding about what is involved in learning a language had not been foreseen. The older women had observed others attending classes and the subsequent improvement in their English, but they had no appreciation of the participatory nature of learning, or that regular attendance, paying attention, practising in class and outside class, and homework were required.

The women were disheartened when they discovered the energy and commitment that was required to learn a second language. The challenge for the tutor was to encourage the women while presenting them with activities that would assist them to learn English. Further, it was very difficult for the tutor to keep her spirits up in the face of a group whose numbers were dwindling, and who were unwilling/unable to make a commitment of time and energy to their learning. For the younger women's class, the challenge clearly was the availability of affordable childcare on site with ethnically appropriate childcare workers.

ESL is a broad term that may not reflect the diverse experiences of those who attend ESL courses. It is always important that funding bodies ensure that funding for ESL adequately calculates the length of time required to learn a language.

4.3 LANGUAGES OTHER THAN ENGLISH (LOTE)

Fitzroy Learning Network: Language Links

Language Links is a language and cultural exchange program that was initiated in response to the needs of students and volunteers at the Fitzroy Learning Network. In this program a person who is learning a language other than English is matched with a native speaker of that language who is learning English. For example, an English speaker learning Vietnamese would be matched with a Vietnamese person who is learning English.

The Fitzroy Learning Network is a community-based and volunteer-backed neighbourhood house adjacent to the Atherton Gardens high-rise estate. The Fitzroy Learning Network is recognised for developing innovative programs for those with limited access to education.

Language Links was initiated on a voluntary basis. The idea was described in a leaflet that was sent out to private language schools, university language departments and student newspapers, ethnic centres in the inner city area, local government agencies, and local and community newspapers. Posters translated into other languages were provided to ethnic centres. Radio 3ZZZ and radio 3CR provided information in ethnic community languages, as did ethnic newspapers. Publicity in mainstream media (such as in the Education

Age and on 3LO Radio) was successful in that it attracted many inquiries from English-speakers learning languages other than English (LOTE). However, recruiting participants who were learning English was more effective if personal communication was established with ethnic centres. This successful strategy suggests the importance of developing referral networks as a marketing tool for people from language backgrounds other than English.

University lecturers were supportive in telling their students about the language and cultural exchange program. University students formed the largest group of English-speakers in the program wanting to learn languages other than English. Most of those who spoke languages other than English are from ESL classes at TAFE institutes and Fitzroy Learning Network.

Over time, the co-ordinator initiated direct contact, more or less successfully, with particular groups. Formal links were established between Language Links and the Melbourne University Indonesian Students' Association and the Australian Vietnamese Services Resource Centre. The Indonesian Student Association at Melbourne University has a program similar to Language Links, with a surplus of Indonesian students wanting to learn English. Language Links had a surplus of people wanting to learn Indonesian. Contact with the Russian Ethnic Representatives Council was not as productive, as the group was looking for people to visit the elderly at home. Contact with the African Communities Council helped to recruit Arabic and French speakers. It has been difficult to establish contact with the Arabic community because of cultural differences.

Chinese people with a good academic knowledge of English, but not many opportunities for speaking it, have been very interested in the program. They are motivated by their desire to study or find work. The most popular language exchanges were in Mandarin, Vietnamese, Japanese, and Spanish. At the time of writing, exchanges were occurring in ten different languages.

This program recognises and utilises the unique language skills possessed by English students from diverse linguistic backgrounds. Through requiring an equal exchange of skills, Language Links aims not only to improve language proficiency but also to improve the self-esteem and social well-being of participants. Language Links requires participants learning LOTE to be enrolled in a formal course of study and, as such, they support and do not compete with private language schools. Students have to be at or above intermediate standard in the language they want to learn, that is, they must be able to hold a conversation. The language they offer or want to learn has to have a realistic chance of being matched.

At the initial interview the co-ordinator asked participants to estimate their level in the language they were learning. Using this level as a guide, the co-ordinator then matched participants in exchanges where they would be able to communicate functionally in at least one language of the exchange. Possibly the best exchanges were those where both participants possessed intermediate levels of the languages. In these exchanges participants used both languages, because neither person was fluent in the other language. One participant commented, "We are both quite good in the language that we want to learn. This makes it easy."

The program involves a training session in cross-cultural communication that benefited from practical advice from an AMES cross-cultural trainer. It includes explaining the dominant culture in Australia, presenting a holistic view of culture, introducing the guidelines for the program, and suggesting activities for the language pairs. Most training sessions are in English, but one session in Mandarin was held. The times are varied to give people every opportunity to attend. Five training sessions were conducted during 1997. Topics discussed in these sessions included:

- Volunteering (rights and responsibilities of volunteers).
- What is conversation and how can you teach through conversation?
- Using written materials to stimulate conversation.
- Topics you could discuss during your sessions.
- Cross-cultural communication.
- Community resources you could use in your exchange.

Once a pair is established, they set their own meeting times and frequency. Pairs are encouraged not to offer advice. They are encouraged to ring the co-ordinator for advice and support, and she suggests they set appropriate boundaries.

The program may be seen as a practical example of multiculturalism. Newcomers to Australia are valued through the skill of their language being valued. Those who are isolated are connected to others through the learning pairs. This connection contributes to their motivation for learning.

Those who want to learn a language more quickly are referred to ethnic language schools.

At the time of writing, some pairs have been meeting for six months. Every month, the co-ordinator calls to check their progress. Most of the reports are from the English speaker in the pair, because of language barriers, especially in telephone conversations. This contact provides an opportunity for the pair to reflect upon whether their language is improving, and to raise any other issues. There are now about 100 people in the program, and about 70 of these are in pairs, which is close to the limit of the program.

The co-ordinator searched the Internet and books on intercultural communication to develop a curriculum guide for participants. She brainstormed topics for conversation from everyday life, and drew upon ESL teaching material. The material that is provided to participants was first given to people from Japanese, Arabic, Vietnamese, and Chinese backgrounds to ensure the material was culturally appropriate. Victorian Interpreting and Translating Services (VITS) has assisted with translations, as have volunteers from the program. The fact that VITS provides a credit line to Fitzroy Learning Network for translation and interpreting services, allows work within an agreed cost to be carried out free of charge, and suggests the need to investigate the feasibility of establishing a credit line with VITS for ACE providers delivering programs to people from language backgrounds other than English.

The following written materials have been produced for the Language Links program:

- Language Links Manual.
- Booklet for Teaching Beginner's English.
- Packets of pamphlets and forms.
- Needs Assessment.
- Contract.

Three new activities have developed from the program.

1 A multicultural dinner was the first Language Links social event. Participants were invited to bring their families and a dish from their home country to share. Approximately 25 people attended this evening. This event received some very positive verbal feedback: that the evening had a friendly and supportive atmosphere, that events such as this gave participants in Language Links a feeling that they belonged to a large program, and that they were given an opportunity to meet others outside their immediate social circles. Increased contact between participants and the co-ordinator helps participants to feel more comfortable and confident about contacting the co-ordinator if they have problems or concerns regarding their exchange.

2 French and Italian conversation groups have begun for English-speakers, because it was not possible to find enough people to pair with those who wanted to learn these languages.

3 A Japanese speaker has begun visiting secondary schools to speak to classes learning Japanese. This could expand, as the Japanese person is looking for more opportunities and the school was very appreciative.

The work is ongoing, and takes more time that the official 15 hours per week funded under the Pilot Project—more like 25 hours per week. The Pilot Project funding lasted for six months, but the interest shown by the participants and the wider community suggests that there is an ongoing need for this kind of program.

Fitzroy Learning Network recommends a study to examine the methodology and philosophy of the language-exchange model and the extent to which this program affects students' formal language progress. The Pilot Project demonstrates the advantages of crossing education sector boundaries to recruit and to support learners.

Coburg Education Collective: Turkish Women's Program

Rationale

Being literate in a person's first language can be crucial to their learning of a second language. It was envisaged that the opportunity to learn to read and write Turkish in a welcoming and supportive small group would increase participants' community participation, and encourage the learning of English and participation in other adult learner courses.

Background to program/Perceived need

The venue for this program was the Robinson Reserve Neighbourhood House in Coburg. This Neighbourhood House, like many in the northern suburbs of Melbourne, focuses on the participation of people from diverse linguistic and cultural backgrounds. In particular, Robinson Reserve Neighbourhood House considers the needs of women, so it is not surprising that a wide range of ethno-specific and mixed cultural groups attend.

One such small group of Turkish-speaking women was observed to have little or no literacy skills in their first language. ESL classes were available, but it seemed inappropriate to enrol students who lacked experience of formal education, and who had not participated in literacy learning of any type, even that of their first language.

The members of this group often expressed their distress at not being able to read or write their own language. When offered assistance from a volunteer, the women showed a high level of commitment to the group. The collective believed that success could be continued if the group support could be established formally. The collective had sought funding for a tutor for the group to continue this program of LOTE, but had been unsuccessful. Nor could the collective obtain local council funding because it was not a "new" group. The Pilot Project provided funds for the employment of a bilingual tutor.

Participant profile

- The participants were all female, and ranged in age from 45 years to 82 years, with the majority being in their 60s.
- The women all lived in the Coburg area, and they already knew each other from participation in a range of other activities within the area.
- All members of the group were married and had families.
- All the women were assessed. Although one or two knew some letters of the alphabet, none could read, write, or spell in any language.
- Five of the six women in this group had no education, and the other had only primary school education.

Outcomes

- The group attracted, and held eight Turkish-speaking women for the full length of the project, with another member joining part-way through the project.
- The group grew after it developed this literacy focus. The members no longer brought their children, because now they were learning.
- All members of this group were reading and writing in Turkish. Of course the levels achieved by members varied according to factors such as age, availability of time to practise.
- Members are able to read sections of the Turkish language newspaper and some pamphlets in Turkish.
- One member of the group received her driver's licence as the result of being able to do the test in Turkish.
- All members of the group experienced improved self-esteem and are very pleased with their ability to learn.
- While the majority of the group knew each other prior to the project, they accepted a new member during the course of the project.
- Members participated in special events and celebrations run at the Neighbourhood House.
- Members repeatedly expressed their appreciation of the atmosphere and level of acceptance at the neighbourhood house, comparing it favourably with other groups they attended.
- All members of the group expressed an interest in learning English.

It is clear from the information above that the outcomes of this project have extended beyond literacy. The women extended their vision of their capacity to settle successfully in Australia. The women are — learning to drive, participating in a range of activities, and looking towards extending their literacy into English. As well, they are enjoying the warmth, trust, and acceptance established within their class and in the wider environment of the Neighbourhood House.

Role of the tutor

The tutor was a Turkish-speaking woman, considerably younger than the group of participants, but this did not present a barrier to the group, as might have been expected. The acceptance of the tutor may have been the result of her exceptionally warm and accepting approach with the group, and also her obvious skill in teaching and encouraging the participants.

Despite the fact that the tutor was a younger woman, the group sought her assistance with a range of issues and for information. Where information was of a general nature, it was offered to the group as a whole; where it may have been of a confidential nature and perhaps required referral to a support agency (for example, incidents of domestic violence etc.), it was dealt with on a one-to-one basis with the student. In these cases there was also liaison with the neighbourhood house co-ordinator. On occasions there was also liaison with the Turkish welfare worker from the Community Health Service.

The tutor also organised a range of participatory activities for the group, such as literacy group activities to which other neighbourhood house users were invited; outings; also the participation of the group in wider neighbourhood house activities, such as the small fete, Christmas party, certificate presentation event.

Co-operative arrangements

The project tutor, and the neighbourhood house staff worked closely with the Turkish-speaking worker and other staff of the Moreland Community Health Service, local government ethno-specific workers, and the staff at the Turkish Consulate in Melbourne who supplied a range of literacy resource materials for the group.

Reflections and insights

In proposing this project, it was assumed that:

- While the group appeared enthusiastic, this would be a tentative first step towards literacy.
- It may have been too late to introduce the concept of language learning to older learners with no educational experience.
- Learning progress would be slow at best.
- There could be difficulties with a young tutor— respect issues relating to older women not accepting instruction from a younger woman.
- There could have been resistance from husbands and families.
- Household responsibilities would encroach upon time to attend class and to practise their literacy.

If any of these assumptions were correct, they were overcome by the participants in such a way that they were not evident within the project, and the progress made by the women. This project generated new opportunities for learners and readers.

The group has been flexible, and while the women preferred to learn within a secure and "known" group, they welcomed an "outsider" into the group, and she felt comfortable to stay. Further, they joined in with and contributed to a range of the neighbourhood house activities during the Pilot Project.

The members of the group clearly stated that they wish to continue with their learning, and would keep coming to the Neighbourhood House and meeting as a group even if the class was to finish. A number of project evaluation reports commented on the likelihood of participants moving on to other courses. The Turkish women in the Coburg Education Collective program were accessing education virtually for the first time, so that the requirement for further courses of the same style was favoured. At the conclusion of the project, there came the question of "Where to from here?" The expectations and vision generated by participation in the project will go largely unmet unless additional funding is available for its continuance.

This project supports the view that literacy skills in a person's first language precede their learning of a second language.

Not all cultures value or support education for women. ACE providers come across large numbers of women who are uneducated and/or illiterate in their first language. This is a major barrier to their learning of English, and to any adult learner pathways.

4.4 ENGLISH AS A SECOND LANGUAGE

Narre Neighbours Outreach: Arabic and Sri Lankan ESL programs

Narre Neighbours Outreach has had long-standing contact with the Dandenong Migrant Resource Centre (MRC). Two members of the MRC committee identified a need for ethno-specific ESL classes for Arabic-speaking people and also for Sri Lankans. The experiences and outcomes of working with each group were very different.

The Arabic-speaking contact was very enthusiastic, supportive, well-connected in the community, and willing to put in the effort required to establish the class. Within a short time, the class (four hours per week) was operating, and it remains lively and vibrant. He translated information about the program into Arabic, went to the Arabic Saturday schools, SBS radio on the Arabic session, and placed a story in the Arabic newspaper to publicise the course. Such publicity work was very time-consuming. On reflection, the Narre Neighbours Outreach needed two months of preparation to begin their work with an ethno-specific community.

The Arabic-speaking contact was also a member of the Dandenong North Primary School Council, which Narre Neighbours Outreach felt was well placed as a venue for a course for the spread-out Arabic-speaking community. Building links with schools is an important goal for ACE. The school principal was very welcoming and sent out material about the program to neighbouring schools. Subsequently it was discovered there was a lack of affordable childcare in the area, nor was there a budget in the program for childcare. This meant some women came from Doveton to Narre Warren to access the childcare at Narre Neighbours Outreach, and then back to class. Others couldn't do that, and so were not able to take part. The Arabic-speaker rang childcare centres and was able to help some of the women.

The original Arabic-speaking contact person became the bilingual aide for the program. Both aides, Arabic and Sri Lankan, were particularly helpful in promoting the classes, following up absent students, and suggesting strategies to market the course. Their contacts in the community were invaluable in this regard, as was the availability of an interpreter to design advertising leaflets. The Arabic-speaking aide displayed a willingness to do much more than the job description and offered advice and support to assist students take up the offer of a place in class, for example, by organising child-care and by finding out bus routes and times. His cultural knowledge proved as useful as the native language. For example, one woman was concerned about her husband's reaction to her wish to attend class. The aide diplomatically interceded on her behalf, with a successful outcome. However, the teachers indicated the importance of setting the parameters of reliance upon the aide.

The Arabic-speaking aide assisted with the preparation of a class dictionary of key words, enrolled in a higher-level English course himself, and has an interest in computing. Narre Neighbours Outreach hopes to use an Arabic version of Word for Windows in its new computer centre, pending funding for 1998. Students have expressed an interest in accessing Arabic newspapers through the Internet, and this can be used as their first contact with technology. This group has shown greater initiative in the management of their own learning. The development of the class has been enhanced by the motivation of its participants to become more involved in the community and their cohesion as a group.

None of the programs in the Pilot used computers as a learning tool, but the success of the ethno-specific ESL program for Arabic-speaking people has encouraged Narre Neighbours Outreach to propose use of ethno-specific language material in future programs. It will be important to monitor the development of such programs. There is the need for a resource directory to show the availability of bilingual curriculum and curriculum resources, such as dictionaries and ethno-specific computer software programs.

Learning objectives

The primary learning objective of the course was to build up the confidence of students who were making initial contact with a multicultural class. Confidence-building and class attendance were enhanced by the fact that the women shared a common language, and lower-level students gained obvious strength and support from the availability of an interpreter. The group benefited from the social contact with other members, so the teacher provided a tea break during the class to encourage them to speak Arabic to each other. Staff need to clarify the ground rules on how much Arabic and English should be spoken.

The long-term objective was that students became less reliant upon the aide and were willing to transfer to a multicultural class. In a short time, three students asked to join a multilingual class in 1998. Staff see this as a significant gain.

In the monolingual classroom, common language problems emerge, which means the teacher can address specific areas of difficulty. In the multicultural classroom, by contrast, the teacher cannot possibly be familiar with all difficulties encountered by each language group. The teachers were being educated, at times having no idea what the students are talking about. But as they became more familiar with the structure of the Arabic language, the teachers became more aware of the critical teaching points. For example, because Arabic is written from right to left, Arabic speakers tend to push their pens when writing, rather than the pen following the hand. After teachers pointed this out, it helped the group considerably with their written English.

Narre Neighbours Outreach believes the ethno-specific course could be developed as an accredited course within the framework of the Certificates in General Education for Adults. However, it is reported that students have not expressed an interest in obtaining an accredited certificate. Students were more interested in following a curriculum tailored to their specific needs without the constraint of assessment. It seems important that ACE providers are flexible in the development of curriculum so the needs of those not yet equipped to participate in an accredited program are not marginalised.

The Sri Lankan program

Setting up the ethno-specific program for the Sri Lankan community was beset by difficulties. The Sri Lankan contact from the Migrant Resource Centre (MRC) was overworked, due to an upheaval in the Sri Lankan community that required his attention. He was adamant that Narre Neighbours Outreach should provide an evening class to target people at work who didn't have an opportunity for learning English during the day. Narre Neighbours Outreach believed that a class for women during the day would be more appropriate.

The course was set up at the MRC to run in the evening, with the Sri Lankan liaison officer as the bilingual aide. He had advertised the course on radio, but there was a poor response, with only two women and one man attending. The aide then did not attend for the first two weeks of the program.

At this point, Narre Neighbours Outreach again approached the MRC director, who introduced Narre Neighbours Outreach to another Sri Lankan contact on the MRC committee. He was very keen to rebuild relations between his community and Narre Neighbours Outreach. It was agreed the class should run during the day and target women at home as those with the greatest need. This meant finding a new venue, which was Dandenong Primary School. Narre Neighbours Outreach already ran a multicultural ESL course there, and the principal is very supportive. A new flier was prepared and the course advertised. A class of five began at the new time.

By this time Narre Neighbours Outreach had become aware of the two language groups in Sri Lanka: the Singhalese and Tamil groups. These language groups do not necessarily communicate with each other, so with a budget for one, two bilingual aides were appointed, one from each language group, each for two hours per week. One had more formal education than the other, and an instant awareness of what was required. The other needed more guidance of the role.

The response from the Sri Lankan community was poor, and all the students enrolled were Tamil, even though Narre Neighbours Outreach took pains to advertise to both the Tamil and Singhalese communities. The reason for low numbers may have been that the community group had not done enough work in establishing need. It also appeared from conversations that there were social divisions among the people, which seem to influence decisions about where they chose to study. One source suggested that the purpose of the class was not clearly outlined, which created a suspicion that the Sri Lankans were being singled out as a group with special needs, not willing to enrol in a multicultural class. Much can be learned here of the importance of approach, and of appropriate, clear advertising.

More time could have been expended on considering questions such as:

- On what basis had the need been established?
- Who are the clients?
- Why are established classes inappropriate?
- How many clients have expressed a need for this kind of class?
- Are the clients residing in a particular locality or are they spread geographically?

- Where is the best place to deliver?
- Is there a well-established network within the ethnic group?
- How will the program be advertised?
- How will a bilingual aide be recruited and what qualities should that person have?

Although the Sri Lankan group enjoyed the benefits of small-group tuition, it has been disadvantaged socially. The attendance has been excellent, but they lamented the fact that the group is not bigger.

There are undercurrents in each ethnic community, and Narre Neighbours Outreach believes it is important to explore these. Narre Neighbours Outreach learned that two Arabic-speakers at the local MRC were upset that they were not approached to take the liaison role for the Arabic-speakers' course. Narre Neighbours Outreach wonders if this reflects the fact that their contact is Christian and the others are Muslim. Clearly, there are important sensitivities to consider, and lack of awareness may contribute to later difficulties. The ability to increase student awareness of barriers in the classroom depends on the awareness of the teachers and also of the provider as an organisation.

There is also a commitment to include the bilingual aides in a planned series of cultural awareness workshops being conducted by Narre Neighbours Outreach.

Employment of bilingual aides

Before commencement of each course, bilingual aides are appointed. Given that choice may be limited, the co-ordinator of Narre Neighbours Outreach recommends that sufficient time and thought are put into selecting the classroom support-worker. In an interview the role of the aide should be clearly explained and best practice discussed.

The experiences of Narre Neighbours Outreach in their interactions with bilingual aides suggest policy responses. There is a need to consider funding for bilingual aides and to provide professional development for non-qualified bilingual aides in their roles in translating and interpreting; in ensuring quality standards; and in increasing their understanding of adult educational principles, of support for student needs, and also in informing teachers of the cultural, social, and historical issues shaping the students.

Further, Narre Neighbours recommended the services of the Adult Multicultural Education Services (AMES) to provide professional development to promote cross-cultural understanding, to introduce new bilingual staff, and to assist new ethnic client groups. Professional development programs to empower co-ordinators and teachers to deal with community fear and prejudice against people from language backgrounds other than English would be well received. Such programs could be reinforced by a literature review and discussion paper on bilingual education with special reference to the ACE sector, including the use of bilingual teachers and aides/resource workers.

Both Coburg Education Collective and Narre Neighbours Outreach operate on a cluster model, and both extended their programs through the Pilot Project by offering ethno-specific ACE programs for the first time. The two clusters place a high value on staff support, peer supervision, quality standards, and professional development. Cluster arrangements may provide the creative context that encourages providers to test new ways of relating to their communities. Regional Councils of ACFE could look at the role of such clusters in maintaining the morale of teachers and students when programs do not run as planned.

The flexibility and co-operation demonstrated in these clusters may mean that the providers are strategically well placed to mentor other providers in expanding provision into ethno-specific programs, or in trialling new models for delivering services to people from language backgrounds other than English.

Coburg Education Collective has established ESL for women from the Australian-Lebanese Welfare Association, while Angliss Neighbourhood House and Narre Neighbours Outreach have established significant links with the Vietnamese, Sri Lankan, and Arabic-speaking communities. One way to enhance these partnerships, and to strengthen outreach to ethnic communities, would be for these providers to mentor an ethnic agency should it express interest in becoming a registered ACE provider. Experienced ACE providers could be asked whether an ongoing relationship with the particular ethnic community is desired by both parties, what might be the most appropriate model for any ongoing partnership, and what policy implications there might be for ACE.

4.5 INNOVATIVE PROJECTS

Angliss Neighbourhood House: English Through Music

The proposal for an English Through Music program developed from Vietnamese bilingual evening classes in beginners English that had been running for 12 months. The program began with a request from a Vietnamese community leader. The classes were advertised in Vietnamese language papers, radio, and the Vietnamese Education Resource Centre. The Vietnamese-born mayor of Maribyrnong, Mai Ho, used her contacts and friendship groups to help organise the participants for the first classes. By doing this, she authorised the Neighbourhood House for the local Vietnamese. This Pilot Project has again illustrated that responsiveness of people from language backgrounds other than English may be assured by consulting with leaders or representatives of ethnic communities.

The base group was the foundation for the new program. Word of mouth brought people to the Neighbourhood House, as did referrals of Vietnamese people from Catholic Family Welfare Bureau and local networks.

Learning principles of participation and reflection on experience are not always part of the educational background of adult learners from language backgrounds other than English. The Angliss Neighbourhood House staff observed that many of their Vietnamese students were accustomed to very traditional educational methods, such as rote-learning from a blackboard. It was therefore important to explain the lessons fully so students saw which skills were being encouraged. Games and a social function were organised each term to encourage socialising for women and other students who did not have many social contacts.

At the social functions the teachers discovered that many Vietnamese love singing, particularly at the end of the function. The custom was for people to be asked to sing. If asked, one could not refuse. So when the teachers were asked to sing, even though "We can't sing for nuts", they agreed. When the students joined in their English-language songs, the teachers noticed that the students were very good mimics, and that they copied the teachers' intonation. Teachers began to introduce singing games into their classes, noting that the Vietnamese had few inhibitions about singing, and saw it as an enjoyable pastime for all. Even quiet students were willing to sing. Staff noted that students were more confident about singing than about talking. Staff discovered through discussion with the bilingual aide, who was a Chinese-Vietnamese, that learning through music and poetry is traditionally valued.

A class from the English Through Music program. From left to right: Nguyen Thi Kim Phung, Pham Thai Son, Jenny Penfold, Vu Ky and Trinh Bich Phuong.

A teacher who taught Vietnamese literature was also a talented singer. She took the initiative by bringing songs for the group to sing in Vietnamese, French, and English. Another student brought in a guitar. The bilingual aide also liked singing and helped the group to make up their own words for songs for special occasions. The staff then realised that wonderful language development was occurring through an inter-disciplinary approach, and they began to incorporate music wherever possible into the night classes.

A brother of one of the teachers, who was qualified in music therapy, explained how people learn the structure of language through rhythm, and learn intonation through simple rhymes. When the beat of a word finishes on a consonant, it helps them not to drop the consonant off, as they usually do in conversation. This method has been particularly good for overcoming blocks in English language development. Students who have been in Australia for a time sometimes cannot hear their own mistakes, and so they don't self-correct. Singing also improves breathing, which in turn helps speaking. Many other technical areas were discussed, and it seemed appropriate to the acquisition of language that music be formally introduced to the curriculum. Although the neighbourhood house had no music equipment for this program, it was able to borrow instruments.

At the neighbourhood house planning day the proposal for English Through Music was formulated. Its purpose

was the acquisition of language and cultural awareness by the following means:

- Writing: Composition skills, lyric development, translation of music from first language to second language, self-expression, and reflective responses to stimulus material.
- Listening: Interpretation of songs, music, lyrics, analysis of music considering cultural contexts, understanding of language in musical presentations.
- Reading: Vocabulary acquisition, analysis of lyrics, terminology used in music-specific areas, comparison of how music is used in different cultural contexts, grammatical structures.
- Speaking/singing: Pronunciation, intonation, rhythm, accent, colour, beat, breathing techniques, phonetics, audience, specific cultural pronunciation problems.
- Oral language skills: Intonation, accent, tone, beat, rhythm, audience, and presentation models.

Music allows for a larger group than a literacy class, and 50 people were expected to attend the class. The teaching group consisted of the two ESL teachers, the music therapist, and the Vietnamese bilingual aide. The aide played guitar to support the program, worked as a translator, and assisted with the music, providing pitch, tone, beat, and rhythm. He helped to translate a module on the history of music, and provided background on Vietnamese culture and history for the teachers. The aide also provided support to new members of the class, who drew comfort from having a Vietnamese person in the team.

The students who have completed the whole course have developed self-confidence and acquired new skills.

They have completed tasks not normally given to the level of the class and they have handled them well. The music specialist coupled with the bilingual aide have been able to present material in such an appealing and non-threatening way that students have been willing to tackle very difficult tasks such as the arranging and recording of students' composition.

The program ran in the evening, because the neighbourhood house wanted to open the course to people who work during the day. Despite this opportunity, students who were outworkers sometimes dropped out when they were busy sewing the next season's clothes.

The quality of the program was assessed using the following indicators:

- attendance at the course, and participation in activities
- student evaluation sheets
- cross-checking outcomes with objectives by the teaching team
- peer discussion with professional colleagues, and
- a review at a planning day with teachers and members of the committee of management of the Neighbourhood House.

A number of the projects funded in the Pilot Project have the potential to develop new curriculum for the ACE sector. The Angliss Neighbourhood House English Through Music program evaluation report recommended that music should always feature in ESL courses. An ACFE Board research forum could gather together other ESL teachers and TESOL teacher educators with an interest in this area.

Further, Angliss Neighbourhood House has become a credible place for both Vietnamese women and men because it was authorised by the Vietnamese-born mayor of Maribyrnong, Mai Ho, and her network. Regional Councils of ACFE also could support providers that wish to offer ethno-specific classes as an initial option for newly arrived groups with high support needs.

The success of the ethno-specific program at Angliss Neighbourhood House suggests strategies that can enhance the work of bilingual teachers, tutors, and resource workers. For example, ACE providers may seek qualified bilingual teachers to support the provision of ethno-specific courses; but where bilingual teachers are not available, Regional Councils of ACFE may consider funding to bilingual resource workers. Professional development may then take place, to address the issues of training for non-qualified bilingual resource workers in relation to:

- their role in translating and interpreting, and ensuring quality standards
- understanding adult educational principles
- support for student needs
- informing teachers of the cultural, social and historical factors that affect students.

Professional development would also assist those who work with bilingual staff, bilingual staff working in ACE, and co-ordinators and teachers who deal with community fear and prejudice against people from language backgrounds other than English.

Other considerations are suggested by the experience of Angliss Neighbourhood House. A resource directory could list new bilingual curriculum and curriculum resources, such as dictionaries and ethno-specific computer software programs. This initiative could be accompanied by a commissioned literature review and discussion paper on bilingual education with special reference to the ACE sector, including the use of bilingual teachers and aides/resource workers.

It is suggested that the AMES be contracted to provide programs promoting cross-cultural understanding, to assist providers introduce new bilingual staff, and new ethnic client groups.

Richmond Employment Group Inc. and Belgium Avenue Neighbourhood House: Family Literacy Program

Before the Pilot Project commenced, Melbourne City Libraries approached Belgium Avenue Neighbourhood House to run a family literacy program at the House, to assist families from language backgrounds other than English. Their long-term aim was to encourage parents and children to use the libraries. Staff had observed that some parents needed extra help with their English to participate in this program, and that a number were not literate in their first language.

This program demonstrated flexibility in responding to the needs of people from language backgrounds other than English, as it entailed co-operation with the library, two ACE providers, a primary school, and a kindergarten. Richmond Employment Group and Belgium Avenue Neighbourhood House have previously worked together on small projects.

The Neighbourhood House was chosen because of its location on a public housing estate, and because it has a major language program (ESL) and family orientation with a lot of social and recreational functions.

Richmond West Primary School, which is close by, has a high population of people from language backgrounds other than English, and has a supportive principal. Prior contact with the school had been established through the two providers' participation in the Richmond Open Learning Network, where they had learnt about the school's interests. The Family Literacy Project was organised as two two-hour classes on Thursday and Friday mornings. The school is pleased about the program because it provides a practical way for parents to be involved in their children's education. This is a big change in attitude for many parents.

The project encouraged the reading of books within families with language backgrounds other than English who have low literacy in their first language. The ESL component is built on the key principle of bringing literacy to adults, through the work of the library's family literacy program and local community input. Literacy is enhanced phenomenally by having books in the home. Parents who share these books with their children create a culture of reading as a pleasure and increase the children's reading levels and vocabularies in a natural way. The issues for people from language backgrounds other than English are:

- a lack of confidence with English texts
- uncertainty about meaning and pronunciation and thus being embarrassed to read with their children
- feeling that they are unable to help their children with reading and must leave it all to the classroom teacher.

The project had a two-pronged approach to deal with these issues.

- In the first class, parents were introduced to the books and given the time with a teacher to grasp the language, to practise reading, and to develop confidence with the material. Childcare was organised for parents who needed it. In addition, the first class demonstrated techniques for "bringing the books to life" through the teacher providing practical examples of the theory of reading: for example, discussing the illustrations that repeat and extend the text in children's books, predicting the plot from the cover and the illustrations, then reading on and seeing if the prediction comes true.
- The second class reintroduced the books to the parents, who by then, it was hoped, would feel more secure and familiar with the material. They read stories to their children, thus exploring the books together but still with the back-up and support of an ESL teacher. After the class, the parents and children went to the library together for story-telling time.

Issues for the teacher were recruitment, attendance, and materials; also access to class sets and multilingual texts.

Recruitment was the biggest hurdle for a project of this nature. The ordinary methods of advertising — posters and fliers — have very little success unless they are in several languages and are handed directly to people. Recruiting in a community with language backgrounds other than English requires a lot of time and face-to-face contact. The assistance of the bilingual teacher aides at West Richmond Primary were immeasurably valuable. Not only did they translate the advertisement for the class and publish it in the school newsletter, but they informed the teacher of better ways to recruit parents who might be interested. But for the Vietnamese aide, the teacher would not have known

about the Prep-transition program at West Richmond and Abbotsford Primary. The aide also told the teacher that being present on Thursdays and Fridays at lunchtime would facilitate a casual and informal way to meet parents and, with his and other teachers' help, to talk to them about the class she was running. Informal contact yielded excellent results. Being introduced to these parents by the teacher aides also built trust, because communication is easy with an interpreter at the initial stage.

The program was marketed through word of mouth, discussion with school and kindergarten staff, the Maternal and Child Health Centre, North Richmond Health Centre, ESL classes at the Neighbourhood House, and the House newsletter. The House employs two multicultural workers who have also assisted. The two workers and school aides went to centres where the target group would be present, handed out information, and spoke to parents.

There was a high level of enthusiasm at the beginning, so a class limit had to be set at nine participants. The teacher interviewed all those interested, and selected those who had the same level, being the lower level of literacy and oracy.

Once the parents began coming to class regularly, it was easier to build a clearer idea of their needs and levels. However, in order to achieve this, the teacher had to ring all the students each week, reminding them and encouraging them to attend. Material had to be recycled because of the fluctuation in attendance. Class was easy to miss for the most straightforward of reasons: they or their child/children were sick, they were too busy with their family or extended family, they felt uncomfortable with the mix of nationalities, or they simply forgot.

It was also disheartening for the teacher that after all the groundwork to meet people and build a class, parents sometimes did not arrive until well after the time for commencement of the class. She needed to gently remind everyone of the actual start time when they finally arrived, but realised that parents with young children could not always come and usually did not have the confidence to call her at home to let her know.

The teacher commented that the best thing she did was to introduce herself to the school librarians and seek their support. Accessing the library provided her with a wide range of books, including class sets and bilingual books. The bilingual books were very important, because the parents could read them immediately with their children and thus increase their English vocabulary in a straightforward way. It also showed that their first language was valued equally with a second language.

By taking the parents and children into the school library the teacher familiarised them to the point where they felt confident enough to walk in alone and borrow books for their children to read with them. This provided an opportunity to clarify the school's library procedures, as one parent thought her child could borrow only on "book day", which was a Thursday. By going in on Friday the parent was assured by the librarian that she and her child could come in any time on any day and borrow.

A staff member from Richmond Employment Group supervised the teacher's work and discussed educational issues in the program. A staff member from Belgium Avenue supported the parents, gained feedback from them, and gave input to the teacher based on her awareness of cultural issues, such as important festivals.

The teacher visited families at home, especially during school holidays. She gained an idea of how much reading was happening, and noted that not many families had books at home. Parents always made the teacher welcome. At the Christmas party at Finbar Neighbourhood House, not only did all the students come with all their children, but some brought their partners. Such an enjoyable affair lends itself to more opportunities for informal conversations, for parents to meet all the staff, and for parents to observe their children interacting.

Another neighbourhood house in the area is providing funding to Belgium Avenue to develop the same approach at a local kindergarten as a complementary program.

Co-operation with schools continues to be important for ACE in developing ongoing responsibility for providing for people from language backgrounds other than English.

It is important to monitor and evaluate this important initiative in literacy learning. The Richmond Employment Group and Belgium Avenue Neighbourhood House recommends further research into the role of ESL for parents in influencing the outcomes of the family literacy program.

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List of Abbreviations

ACE	Adult Community Education
ACFE	Adult, Community and Further Education
ACFEB	Adult, Community and Further Education Board
ACFED	Adult, Community and Further Education Division
ADEC	Action on Disability within Ethnic Communities
ALBE	Adult Literacy and Basic Education
ANTA	Australian National Training Authority
AMES	Adult Multicultural Education Services
ARIS	The Adult Education Resource and Information Service
ASLPR	Australian Second Language Proficiency Rating
CAE	Council for Adult Education
DEETYA	Department of Employment Education Training and Youth Affairs
EFL	English as a Foreign Language
LOTE	Languages other than English
MAEA	Moreland Adult Education Association
MRC	Migrant Resource Centre
OTFE	Office of Training and Further Education
STS	State Training System
TAFE	Technical and Further Education
TESOL	Teaching of English to Speakers of other Languages
VITS	Victorian Interpreting and Translating Services

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